



IB PYP Handbook



November 2021

From the IB PYP Coordinator

Welcome to the International Baccalaureate (IB) Primary Years Programme (PYP) at SNA. It is my pleasure to present this IB PYP Handbook, which acts as a guide to the framework for our students in Grade 1 through Grade 5.

The PYP provides opportunities and encourages children's curiosity to explore their surroundings that have a very important influence on their learning. Students will gradually learn to relate their learning to relevant situations. As a result, students will become more engaged and responsible for their learning. Through this process, we aim to instill in students a sense of responsibility and the ethos of a global citizen.

Here at SNA, students will explore the following nine subjects' groups in the PYP framework: Languages (English, Vietnamese), Social Studies (History, Geography), Mathematics, Arts (Visual arts, Music), Sciences, and Personal, Social, and Physical Education (PSPE).

This is a shared journey for students, parents, and teachers. I hope parents will be actively involved as students are making memories, serving others in the community, learning to live a balanced life, and discovering what it means to be a lifelong learner.

It is a privilege to have you on this journey with us.

Harvinjitt Kaur

IB PYP Coordinator

SNA Mission

In order to prepare students to collaborate and contribute in a positive and productive manner, SNA (Schools of North America) provides a student-centered learning environment that emphasizes the key indicators of effective communication, civic responsibility, critical thinking, and risk-taking. Through its curriculum, staff and wider school community, SNA aims to inspire and develop its students, so they are able to respond to the continuing challenges in our world.

International Baccalaureate (IB) Primary Years Programme Mission Statement

The (IB) International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



Internationally Minded

IB programmes aim to develop internationally minded people; that applies to who we are and what we do in order to help create a better and more peaceful world. Our actions include how we communicate, celebrate diversity, take action for a positive change in global issues, and reflect on how knowledge is constructed. We provide students opportunities to develop and demonstrate the attributes of the Learner Profile that represent the quality of a life-long learner.

IB Learner Profile Attributes

The qualities embodied in the IB Learner Profile represent essential, transferrable, lifelong skills that are valued by universities, employers, and society in general, and are equally applicable to all members of our school community, from students to teachers to the head of school to parents and support staff.

As an IB learning community, we strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International Baccalaureate Primary Years Programme at SNA.

The IB Primary Years Programme (PYP) is designed for students aged 6 to 10 (Grade 1-Grade 5) and focuses on the growth and development of children socially, physically, emotionally, and culturally in addition to their academic development.

Knowledge: What do we want students to know?

The IB PYP is underpinned by six Transdisciplinary Themes that incorporate local and global issues into the curriculum. They are:

Who we are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.

Where we are in time and place: An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.

How we organize ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

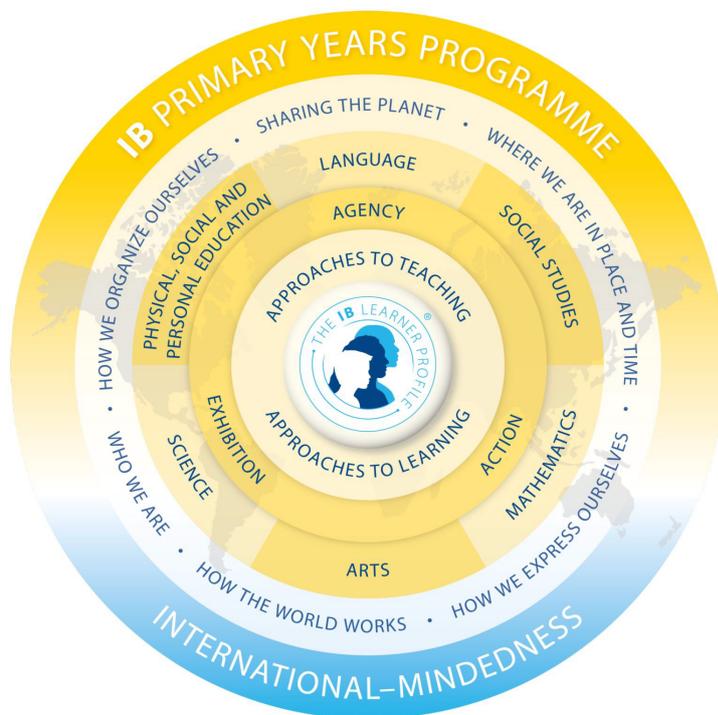
These six transdisciplinary themes assist teachers to develop a unit of inquiry (UOI) across subject areas (English, Vietnamese, Arts, Math, Science, History, Geography, and personal, social and physical education) that ties them all together.

Teachers build students' knowledge and understanding through inquiry and concept-based learning which requires a high level of involvement from students in their learning through in-depth investigation, collaboration among peers, teachers, and the school community. Inquiry challenges students to engage in their learning which will further develop students' level of understanding of the context and knowledge through play, project-based learning, and formally structured learning in the following forms:

- Exploring, wondering, and questioning
- Making connections between previous learning and current learning
- Researching and seeking information
- Collecting data and reporting findings
- Solving problems in a variety of ways
- Deepening understanding through the application of conceptual lenses

Students cover all six themes throughout the school year in Grade 1 to 5. IB PYP recommends no specific textbooks, but rather focuses on a wide range of resources from which students develop knowledge, understanding, and learn through authentic inquiry and resources. These resources include technology, books, and real-life experiences that will cater to students' needs and learning styles. Students who learn in this way will begin to reflect on their responsibilities and become actively involved in their own learning.

Throughout their learning, students acquire and apply five transdisciplinary skills that will assist them in developing cognitive and metacognitive skills. These skills are needed beyond the PYP programme.



Approaches to Learning: What do we want students to be able to do?

The five transdisciplinary skills combined with the Learner Profile attributes which will guide students to transfer their knowledge learned and become a lifelong learner are:

• Thinking Skills

- Critical-thinking skills (analysing and evaluating issues and ideas, forming decisions).
- Creative-thinking skills (generating novel ideas and considering new perspectives).
- Transfer skills (using skills and knowledge in multiple contexts).
- Reflection and metacognitive skills (reflecting on the process of learning).

• Communication Skills

- Exchanging-information skills (listening, interpreting, speaking).
- Literacy skills (reading, writing and using language to gather and communicate information).
- ICT skills (communicating using technology to gather, investigate and share information).

• Research Skills

- Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating).
- Media-literacy skills (interacting with media to use and create ideas and information).
- Ethical use of media/information (understanding and applying social and ethical technology).

• Social Skills

- Interpersonal relationships, social and emotional intelligence (developing positive interpersonal relationships and collaboration skills).
- Developing social-emotional intelligence.

• Self-management Skills

- Organization skills (managing time and tasks effectively).
- States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience).

Concepts: What do we want students to understand?

There are 7 key concepts used in the PYP framework to structure inquiries. This will deepen understanding of the knowledge and skills acquired in the inquiry process within and across all subject areas (transdisciplinary).

The 7 Key Concepts are:

Form - What is it like?

Function - How does it work?

Causation - Why is it like this?

Change - How is it changing?

Connection - How is it connected to other things?

Perspective - What are the points of view?

Responsibility - What is our responsibility?

PYP Exhibition

Grade 5 students must participate in a culminating project known as Exhibition. This Exhibition is a celebration of the knowledge, skills and attributes that grade 5 students have developed throughout PYP. Students engage in collaboration, transdisciplinary inquiry process in identifying, investigating, and offering solutions to real-life issues or problems.

Students are guided through this process by the PYP teaching team and work with their exhibition team members through the stages of the inquiry cycle. Students will work closely with their assigned mentors. Student agency is crucial in this process, the mentor will support the students in their inquiry process by facilitating and guiding the students in their weekly planning and collaboration. The Exhibition is a wonderful celebration and learning experience for the whole school community.

Assessment in the PYP

The PYP promotes multilingualism and a strong knowledge of the host country culture. This is why, at SNA, the Vietnamese curriculum is the basis of our programme. The PYP puts a lot of emphasis on monitoring and documenting students' learning. It follows strict learning objectives with a guaranteed curriculum within each grade level. There are no exams mandated by the programme as they do not represent a clear representation of students' achievements. Only by considering multiple sources of data can an accurate representation of students' progress be made.

What will be assessed? knowledge, skills, concepts, dispositions or other learning intentions.

The PYP framework is used to inform what is assessed, which includes the knowledge, skills, disposition and scope and sequence elements that will be taught and assessed.

HOW? – How will we gather/collect evidence of this learning? What tasks, activities or strategies will we use to gather evidence of learning?

- (i) Selected response (e.g. multiple choice, matching words and definitions).
- (ii) Short constructed response (short, decontextualized written, graphic, or verbal responses).
- (iii) Academic prompt (a long, academic response with no specific audience or purpose outside the world of 'academia' e.g. essays, journals).
- (iv) School-based product or performance e.g. science fair, celebration of learning, visual presentation, building a model/activity to share etc.
- (v) Contextual Product or Performance any task involving the resolution of a real problem which exists in the world beyond school (i.e. authentic purpose and audience outside of academia).
- (vi) Observation is the process of observing and recording student work for the purpose of instructional decision-making. The tools, systems and processes teachers use to gather ongoing evidence of students as they are learning, at any time and in any setting.

Evaluation of Evidence

- a. Rubrics and other forms of shared criteria.
- b. Models and exemplars of work of varying degrees of quality and style.

Feedback HOW? How will we feedback to the learner so as to help her/him in her/his learning? Who else will give feedback (peer/self)?

- a. Written feedback and verbal feedback improve learning because students always have the opportunity to act on feedback given (i.e. a feedback 'loop')
- b. Student self and peer assessment (feedback) is a requirement of all major assessments. Teacher and peer feedback can take place at any grade level and with any subject area either verbally or in written form. Embedding informal and formal feedback into the classroom is an effective and worthwhile strategy. Feedback should have a goal focus and be used to inform future teaching and learning.

Informal Teacher Feedback

Check-ups and check-ins are used to see how students are progressing, answer questions, or help with ideas. This type of feedback is mostly verbal.

Formal Teacher Feedback

With the use of conferences, teachers can provide suggestions and comments along with individualized goal setting. This type of feedback should be a balance of verbal and written.

Peer-to-Peer Feedback

With the use of structured peer conferences students give and receive feedback on their current work. This type of feedback should be a balance of verbal and written.

Formative assessment

Through effective formative assessment, we gather, analyze, interpret data, and a variety of evidence in order to improve student learning. Peer and self-assessment are effective formative tools.

Summative assessment

Every PYP unit must include a performance-based summative assessment. We use summative assessment to provide evidence for evaluating student achievement using required PYP specific assessment criteria. Summative assessment must take place through authentic performances of understanding and not simply recalling data.

Record – How will we record the evidence of learning, if at all? And for what purpose?

- a. Programme-specific policies include guidance on grading, anecdotal records and note-taking, the gathering of student evidence (e.g. portfolios) etc.

Documentation

The documentation of the evidence of student learning is an assessment strategy used throughout the PYP.

Teachers use a range of methods to document students' learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs, and graphic representations. Teachers may also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student's portfolio.

Portfolio

A portfolio is a record of students' involvement in learning. It demonstrates success, growth, higher-order thinking, creativity, assessment strategies and reflection of the student. A portfolio is also a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time. It may also be used to document student action. Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning. It can be used as a tool for assessment and reporting purposes for students, parents, teachers, and others.

Report cards

Students and parents will receive academic reports twice each semester. These are posted online in pdf format on Managebac. The mid-semester reports focus on general comments from the Homeroom Teacher and are graded out of 4, against grade descriptors, while the end of semester reports include a summary of achievement for each subject, with a grade out of 4, grade descriptors, and teachers' comments.

You may also see a N/A on your child's report card. N/A means that the specific subject-strands were not addressed during the reporting period. While some subject strands will be addressed throughout the entire year, others will be taught at different times throughout the year.

Boundaries guidelines	Descriptor
4	For many activities expectations are being exceeded and the quality of work both written and orally is high.
3	Meeting expectations by completing tasks and understanding tasks set through sound knowledge and understanding.
2	Developing the knowledge, skills and understanding with support from teachers at times.
1	Is not working at grade level at present.
NA	Evaluation of this subject area is not applicable for this student at this time

In addition to the achievement levels, comments may be given to provide further insight into a child's progress. IB Learner Profile attributes and approaches to learning, aspects of the units of inquiries and areas in need of further development will be the focus of teachers' comments.

Subjects	Strands
Language (English/Vietnamese)	<ul style="list-style-type: none"> • Oral Language (listening and speaking) • Visual language (viewing and presenting) • Written language (reading) • Written language (writing)
Social Studies	<ul style="list-style-type: none"> • Human systems and economic activities • Social organization and culture • Continuity and change through time • Human and natural environments • Resources and the environments
Science	<ul style="list-style-type: none"> • Living things • Earth and space • Materials and matter • Forces and energy
Mathematics	<ul style="list-style-type: none"> • Data handling • Measurement • Shape and space • Patterns and function • Number
Visual Arts	<ul style="list-style-type: none"> • Responding • Creating
Music	<ul style="list-style-type: none"> • Responding • Creating
Personal, social, and physical education (PSPE)	<ul style="list-style-type: none"> • Responding • Creating

At SNA, we believe that the academic development of all students depends on a support network of parents and teachers.

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Work Cited

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